MELS 601 EXECUTIVE LEADERSHIP IN A 21ST CENTURY CHANGE ENVIRONMENT

**LIST THE SEMESTER HERE AND THE PLACE WHERE THE COURSE IS TAUGHT**

**LIST DAY(S) HERE AND TIME FOR THE CLASS**

Professor: LIST PROFESSOR’S NAME HERE

Office: LIST OFFICE HERE

LIST YOUR E-MAIL ADDRESS HERE

LIST YOUR PHONE NUMBERS HERE

Advising: LIST YOUR ADVISING SCHEDULE HERE

Texts Pearson Custom EDUCATION, Executive Leadership in the 21st

Century, MELS 601, Gardner-Webb University

Aldridge, J. & Goldman, R. (2007). Current issues and trends in

Education. 2nd ed. Boston: Pearson Publishing

Ball, J.D., Eury, A. D., King, J. C. (2011). Rethink, rebuild, rebound: A framework for shared responsibility and accountability in Education (1st ed.) Boston: Pearson Learning Solutions

Course Description

The purpose of this course is to provide the prospective school leader with a broad perspective of school administration. Among the topics to be examined are administrative roles, school reform, standards, educational change, and leadership. In addition, the course will focus on the school leader as both theorist and practitioner. Ultimately, the need for and the establishment of an effective school environment will be examined. Furthermore, candidates will engage in a specialized study of current/critical trends and issues in educational administration. Emphasis will be placed on trends and issues across the federal, state, and local levels. Candidates will register for 2 hours of Executive Leader Internship to gain practical experience at the school site.

# Rationale

The educational administrator of the twenty-first century must fully understand the complexities of the educational environment and the politics, which influence that environment. Therefore, it is necessary for educational administrators to understand the critical issues they will be facing in the future. This will be accomplished through an examination of the literature, lecture, group and individual research.

# Course Objectives

Upon completion of this course, candidates will:

Demonstrate skill in facilitating the articulation, formulation, and dissemination of a vision for school administration

Demonstrate knowledge of state, local, and federal policy as these relate to promoting effective instructional programs and professional growth

Demonstrate knowledge of school climate and the means to assess and evaluate site climate and to develop a comprehensive plan to address climate through managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment

Manage resources by focusing on effective organizations and management of finances, personnel, and materials

Demonstrate knowledge and ability to articulate a personal educational philosophy based on the standards that relate to effective leadership

Demonstrate knowledge of the 21st Century Executive Standards

Learning Tasks and Activities

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| Week/Module | Topic(s) | Chapters | Class Activities and Assignments |
| One and Two  Module I: Strategic Leadership | Leadership Theory, Practice, and Success  Distributive Leadership  Change Theory | Ubben 1 and 4  Aldridge 4  Balls 6, | 1. View the following web links: ?????????? 2. Write and share in discussion board a reflection of your leadership style and its potential effectiveness. 3. Conduct and post a critical analysis on student performance from personal worksite to be shared in group forum. 4. In small classroom groups, discuss and develop a workable agenda for change based on shared data. 5. Other Instructor options |
| Three and Four  Module II: Cultural Leadership | Learning Communities  Positive Learning Climate | Ubben 2, 3, 5 & 6  Aldridge 2, 9, & 10  Balls 3, 4, 7, | View the following web links:????????????   1. Using a common instrument for assessment of a learning community, prioritize and add value to each item on the instrument. 2. In the discussion board, share impact of strategies aimed at a positive learning climate. 3. In the team forum, create a graphic that demonstrates leadership role in creating a positive learning climate. |
| Five and Six  Module III: Instructional Leadership | Evaluation, Assessment and Instruction  Curriculum Implementation | Ubben 7 & 8  Aldridge 5, 6, 7, & 12  Balls 14, 15, 17 | View the following web links????????????   1. Examine formative assessment strategies used in schools. Present to the class documented evidences of success. |
| Seven and Eight  Module IV: External Leadership | School and Community Engagement  Federal, State and Local Mandates | Ubben 15  Aldridge 3, 8, & 11 | View the following web links:???????????? |
| Nine and Ten  Module V: Managerial Leadership | Legal and Ethical Considerations  Building and Organizational Management | Ubben 12, 13, & 14 | View the following web links:???????????? |
| Eleven and Twelve  Module VI: Human Resource | Staffing and Restructuring  Training and Development | Ubben 9, 10, & 11  Balls 10, 12 | View the following web links:???????????? |
| Thirteen and Fourteen  Module VII: Micro-Political Leadership | Systems Thinking and Management  Executive Leadership | Aldridge 1 & 2  Balls 11, 23, 7 | View the following web links:???????????? |
| Week Fifteen | Wrap-up and Seminar |  | * Short-term, mid-term and long-term goals and objectives * Specific activities aligned with the designated goals and objectives * Indicators of success * Measurement techniques of the indicators * Clarification of roles and responsibilities * Formative and summative assessment criteria |

READ THE CASES IN THE BACK OF THE BOOK (BEGINNING ON P. 361) BY STEPHEN F. MIDLOCK AS ASSIGNED BY THE PROFESSOR.

PAY CLOSE ATTENTION TO THE EVIDENCE DESCRIPTIONS BEGINNING ON P. 395.

ATTENDANCE AND CLASS INFORMATION - Regular attendance is important. Students are responsible for all course work conducted in class meetings. Being on time for class will help facilitate the flow of activities and reduce confusion relative to expectations. Be considerate of the one leading the discussion, speaking, or asking questions.

KNOWLEDGE AND PRACTICE OF NEW LEADERSHIP STANDARDS:

Candidates through the five semesters will address the following six evidences that must be performance related. Relative to the evaluation rubric, create evidence of practices that relate to the proficiency level:

1. POSITIVE IMPACT ON STUDENT LEARNING AND DEVELOPMENT: Evidence that demonstrates the ability to systemically impact the learning and development of ALL students.
2. TEACHER EMPOWERMENT AND LEADERSHIP: Evidence that demonstrates the ability to empower faculty and staff and support teacher leadership
3. COMMUNITY INVOLVEMENT AND ENGAGEMENT: Evidence that demonstrates the ability to involve and engage school and community stakeholders.
4. ORGANIZATIONAL MANAGEMENT: Evidence that demonstrates the ability to effectively and efficiently manage complex organizations.
5. SCHOOL CULTURE AND SAFETY: Evidence that demonstrates the ability to positively impact school safety and culture.
6. SCHOOL IMPROVEMENT: Evidence that demonstrates the ability to effect school improvement.

Note: the rubric and other information will be provided.

Possible REQUIRED ACTIVITIES for MELS 601 Relating to Standards:

1. Examine the staff’s readiness levels for meeting diverse needs of students. Design and compare schedules that meet student needs in an inclusion setting, pull-out setting, and a resource setting.
2. Research and report to the school staff the most current strategies for insuring student learning including levels for rewards.
3. Complete a case study that describes causes of and solutions to school conflict. Explain how the resolution of conflict leads to improved student achievement.
4. The candidate will work with both internal and external school communities to develop a marketing plan for the school or district. The objective is to promote the accomplishments of students, teachers, and the school to the community.
5. Candidates will take leadership in coordinating the various types of expertise that exists in the faculty and share this information with the staff.

NOTE: The TaskStream rubric will be used and the syllabus is subject to online activities and web enhanced activities relative to research study. If so, this will occur on a day arranged by the professor. You will be notified in advance.

Assignments:

**Artifact 1: Part A: Develop and Implement a PLC designed to address student learning and development.**

The candidate with the approval of the school leadership will establish a professional learning community with a minimum of three peers to research areas of need in student learning and development in school.

**Artifact 1: Part B: Facilitate the Student Learning and Development PLC to investigate the areas of school improvement outlined by the School Improvement Team/Principal.**

The PLC members will articulate and prioritize the most pressing needs and address those identified needs in an action plan developed in Part C.

**Artifact 1: Part C: Investigate areas of improvement outlined by School Improvement Team/Leadership.**

The candidate will lead the PLC to research best instructional practices in the identified need. The PLC will utilize research data and school data to develop the action plan. The action plan should include an evaluation process that recognizes performance as the primary basis for reward and recognition.

**Artifact 1: Part D: Reflect on the needed improvement in the AAPSL.**

The candidate will keep a process journal and reflect upon the development process of the AAPSL and the potential impact on student learning and development.

**Artifact 1: Part E: Action Plan.**

The candidate will present an action plan that addresses the following components:

* The importance of the action plan
* Alignment with Student and Community Learning Outcomes
* Short-term, mid-term and long-term goals and objectives
* Specific activities aligned with the designated goals and objectives
* Indicators of success
* Measurement techniques of the indicators
* Clarification of roles and responsibilities
* Formative and summative assessment criteria

**Artifact 3: PART A. Needs Assessment:**

The candidate will conduct a needs assessment to determine the gaps in communication between the internal and external communities and potential opportunities for involvement of these two communities in decisions that have a direct effect on the community and the schools. The needs assessment should include a background description of the setting, a clear statement of the purpose of the needs assessment, a list of participants who participated during the needs assessment process and at what stage of the process the participants were active, an analysis of the findings, a set of recommendations that identifies avenues of communication that will be established, and a set of recommendations that includes both short-term and long-term objectives to establish the SIP.

**Artifact 3: PART B. Organizational Analysis:**

The candidate will conduct an organizational analysis to determine the climate of the school. The Teacher Working Conditions Survey may be used in the event a secondary climate survey is not feasible. As a result of the analysis, the candidate should evaluate the school leadership and use the evaluation as a validation instrument for the TWCS and/or climate survey. The candidate will use the results of the school leadership evaluation and the results of the TWCS to determine the strengths and weaknesses of the school leadership. From this analysis the candidate will make recommendations to be addressed in the SIP. The organization analysis should include a background of the organizational setting, the participants in the organizational analysis, a detailed description of the procedures used for data collection and analysis, and the recommendations previously mentioned.

**Artifact 5: PART A. Contextual Analysis –** Each candidate will complete a contextual analysis. The first part of the analysis requires a detailed analysis of the school and its context, both internally and externally. In this analysis, organizational structures, management routines, and operations are included in the analysis. Included in the analysis will be to determine the degree of involvement and participation school personnel have in making budget recommendations and decisions as well as a determination of the degree of inclusion of the School Improvement Team input in budget and resource decisions.

**Artifact 5: PART B. Instructional Capacity Building –** Each candidate, in cooperation with his/her principal, will assume responsibility for leading activities that address the instructional capacity of a number of teachers at the discretion of the building administrator. The plan for formative assessment of the designated staff members will be subject to administrative approval.

**Artifact 5: PART C. Assessing Services for Special Populations –** Through collaborative efforts with exceptional learner’s staff, candidates will examine the school’s ability to address the educational and socio-emotional needs of children in special population categories. It is the intent of this activity to determine if the school is providing legally compliant and ethically sound services to all children as well as identify mandates and initiatives at all levels, along with their purpose and compliance guidelines.

**Artifact 5: PART D. Building a Schedule** – With agreement from the building administrator, the candidate will assume responsibility for constructing a schedule to meet a defined set of necessary circumstances and/or conditions in the school. Through this process, the candidate will assess the strengths and weaknesses of the school’s scheduling procedures as an organizing tool for meeting key school improvement outcomes. The schedule should demonstrate the necessary accommodations for individual and group needs.

**Artifact 6: PART C.** **School Environmental Analysis**

This component of the CAAP will require the candidate to be a participant observer in the selected school with a deliberate purpose of gathering qualitative data by observations and interviews of existing staff. The candidate will describe the school setting, the community setting, school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that my exist in the school and community. The School Environmental Analysis is the second of three analyses that contribute to the CAAP.